



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

800 West Northern Avenue, Coolidge, AZ 85228

Coolidge Unified District

AZ LEARNS¹

High School Achievement Profile ^(a)

2004-05	Performing
2003-04	Performing
2002-03	Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress ^(b)

2004-05	Not Met
2003-04	Not Met
2002-03	Met

School Improvement Status ^(b)

2004-05	SI Year 1
2003-04	N/A
2002-03	N/A

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Mr. Tim Hamilton
 Schedule : 07:28 AM to 05:00 PM
 Grades : 9-12
 2005 Enrollment : 827
 Web Address : www.cusd.k12.az.us
 Phone Number : (520) 723-2300
 Fax Number : (520) 723-2306
 E-mail : thamilton@cusd.k12.az.us

Mission

It is the mission of Coolidge High School to provide a safe, nurturing environment which insures that all students attain the maximum achievement academically, socially, culturally, physically, ethically, and emotionally. Students will acquire a solid academic foundation essential for achieving individual success and making contributions to continually improve our society.

School / Academic Goals

- ü Percent of students in every subgroup who meet or exceed the reading standards on AIMS will increase by 8%.
- ü Percent of students in every subgroup who meet or exceed the writing standards on AIMS will increase by 8%.
- ü Percent of students in every subgroup who meet or exceed the math standards on AIMS will increase by 8%.
- ü The percent of all students reading and writing at grade level will increase by 20% from the beginning to the end of this school year.

Enrollment

October 1, 2004 School Year Student Enrollment : 713
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 7

Instructional Programs

- ü School-to-Work
- ü Honors Classes
- ü On-site Special Education
- ü Advanced Placement
- ü Career Technology Education
- ü 21st Century
- ü Tutoring and Remediation
- ü Marine Corps ROTC

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 5 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

As a North Central Association Outcomes Accreditation school, it is our responsibility to provide a safe environment which enables all students to reach their learning potential. We maintain high standards for academics, discipline and attendance.

Parents

Parents should take pride in their students' education and ensure that they are prepared for and attending school daily. Parents should encourage their students to accept the responsibility to attain the highest academic achievement.

Transportation Policy

Students are transported to CHS in school-approved and maintained vehicles. Students who live outside of a one and one-half mile radius are eligible for district-provided transportation. Transportation is also provided for afterschool activities.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü North Central Association Outcomes Accreditation	2003
ü State winning field cropCDE team	2005
ü Competed in state playoffs in six major sports	2005
ü State recognition for Culinary Arts excellence	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	152	161	69846	91	96	100	684	683	699	39	40	21	20	19	11	33	32	49	9	8	18
All Students (Prior Year)	160	160	65934	96	96	100	476	476	492	63	63	43	14	14	18	15	15	24	8	8	15
Female	75	80	34328	87	93	99	690	688	702	33	35	19	17	17	12	41	39	51	9	9	18
Male	77	81	35509	95	100	100	679	679	696	45	46	23	22	22	11	25	25	48	8	8	18
African American	14	15	3535	82	88	100	673	673	677	43	43	31	14	14	15	43	43	46	0	0	8
Hispanic	62	63	23363	93	94	100	682	682	680	35	35	32	27	27	16	33	33	45	4	4	7
Asian/Pacific Islander	NC	NC	1742	NC	NC	99	NC	NC	733	NC	NC	8	NC	NC	7	NC	NC	46	NC	NC	38
American Indian/Alaskan Native	30	35	4785	86	100	100	663	661	671	60	64	39	20	18	17	20	18	39	0	0	5
White	45	47	36421	96	100	99	704	704	714	30	30	12	11	11	8	38	38	54	22	22	26
Students with Disabilities	17	18	7690	71	75	100	644	644	593	79	79	64	14	14	14	7	7	21	0	0	2
Students without Disabilities	135	143	62220	94	100	99	689	688	712	34	36	16	20	20	11	36	35	53	10	9	20
Limited English Proficient Students	20	20	5834	95	95	100	662	662	612	60	60	46	30	30	20	5	5	31	5	5	3
Migrant Students	NC	NC	117	NC	NC	NA	NC	NC	677	NC	NC	44	NC	NC	18	NC	NC	35	NC	NC	3
Economically Disadvantaged	77	82	21421	95	100	92	678	678	686	39	39	35	25	25	15	30	30	43	6	6	7
Non-Economically Disadvantaged	75	79	48489	87	92	100	692	690	704	39	42	15	13	13	10	36	34	52	11	11	23

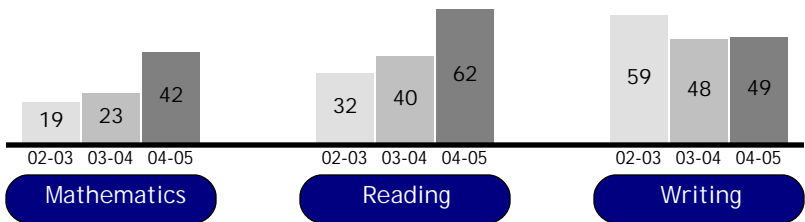
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	160	160	71311	95	95	100	688	688	694	7	7	7	30	30	21	57	57	63	5	5	9
All Students (Prior Year)	174	174	68162	100	100	100	487	487	509	34	34	18	27	27	24	38	38	51	2	2	8
Female	85	85	34899	98	98	100	688	688	700	8	8	5	29	29	19	57	57	66	6	6	10
Male	75	75	36430	91	91	100	687	687	688	6	6	9	31	31	22	58	58	61	5	5	8
African American	15	15	3573	88	88	100	691	691	676	7	7	9	7	7	26	86	86	60	0	0	4
Hispanic	65	65	24056	94	94	100	682	682	672	9	9	13	38	38	31	45	45	53	8	8	3
Asian/Pacific Islander	NC	NC	1731	NC	NC	98	NC	NC	717	NC	NC	3	NC	NC	13	NC	NC	68	NC	NC	16
American Indian/Alaskan Native	33	33	5110	94	94	100	666	666	661	13	13	14	40	40	38	47	47	46	0	0	2
White	46	46	36841	98	98	99	710	710	713	0	0	3	21	21	12	71	71	72	8	8	13
Students with Disabilities	19	19	8021	79	79	100	650	650	590	27	27	27	47	47	42	27	27	29	0	0	1
Students without Disabilities	141	141	63379	97	97	100	692	692	707	5	5	5	28	28	18	61	61	68	6	6	10
Limited English Proficient Students	20	20	6402	95	95	100	650	650	596	25	25	25	50	50	44	25	25	30	0	0	1
Migrant Students	NC	NC	548	NC	NC	NA	NC	NC	659	NC	NC	26	NC	NC	36	NC	NC	38	NC	NC	0
Economically Disadvantaged	79	79	22243	95	95	93	674	674	677	13	13	14	35	35	32	51	51	51	1	1	3
Non-Economically Disadvantaged	81	81	49157	94	94	100	701	701	702	1	1	4	25	25	16	64	64	69	9	9	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	158	158	70868	93	93	100	672	672	688	11	11	5	41	41	23	46	46	63	3	3	9
All Students (Prior Year)	174	174	67629	100	100	100	494	494	524	33	33	22	18	18	16	47	47	59	1	1	3
Female	83	83	34710	95	95	99	678	678	697	9	9	3	37	37	19	50	50	66	4	4	12
Male	75	75	36176	91	91	100	664	664	678	13	13	7	44	44	27	41	41	59	2	2	7
African American	15	15	3557	88	88	99	669	669	675	14	14	7	29	29	25	57	57	62	0	0	6
Hispanic	64	64	23868	93	93	100	667	667	670	14	14	9	39	39	33	45	45	55	2	2	4
Asian/Pacific Islander	NC	NC	1732	NC	NC	98	NC	NC	713	NC	NC	2	NC	NC	12	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	33	33	5001	94	94	100	662	662	661	10	10	9	57	57	41	33	33	48	0	0	2
White	45	45	36710	96	96	99	685	685	702	5	5	2	35	35	15	51	51	69	8	8	13
Students with Disabilities	19	19	7900	79	79	100	613	613	580	47	47	22	40	40	49	13	13	28	0	0	1
Students without Disabilities	139	139	63054	96	96	99	679	679	701	6	6	3	41	41	20	50	50	67	3	3	10
Limited English Proficient Students	20	20	6308	95	95	100	634	634	591	30	30	19	55	55	47	15	15	33	0	0	1
Migrant Students	NC	NC	540	NC	NC	NA	NC	NC	658	NC	NC	16	NC	NC	42	NC	NC	41	NC	NC	1
Economically Disadvantaged	80	80	21994	96	96	92	652	652	673	20	20	10	44	44	36	36	36	52	0	0	3
Non-Economically Disadvantaged	78	78	48960	91	91	100	693	693	694	0	0	3	37	37	18	57	57	67	6	6	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Y
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	96	26	26	41	90	28	NA	42	93	39	39	51
	Language	97	28	28	42	90	30	30	42	93	38	38	50
	Mathematics	97	43	43	60	91	44	44	63	93	37	36	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 4 School Administrator(s)
- 1 Non-certified Employee(s)
- 5 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 2 Student(s)

Council Duties

- Ü Mission development and monitoring
- Ü Parent/Educator Relations
- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü Instructional Strategies
- Ü Curriculum Development

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	4.00	Teacher	50.00
Other Professional Staff	5.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	15	9	1	0
4 to 6 years	19	7	1	0
7 to 9 years	7	3	0	0
10 or more years	9	3	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	107
Teachers with Emergency Certificaton.	3
Percent of teachers in the school with Emergency/Provisional Certification	6%
Percent of core classes not taught by Highly Qualified Teachers	8%

Resources Available at School Site

Special Facilities

- Ü Four Computer Labs and a Library
- Ü Culinary Arts Lab
- Ü Media Studio
- Ü Distance Learning Lab

Extracurricular Activities

- Ü National Honor Society
- Ü Academic Decathlon
- Ü Future Business Leaders of America
- Ü Book Discussion Club
- Ü VICA
- Ü Yearbook and Newspaper
- Ü Athletics
- Ü Literary Magazine

Social Services

- Ü Family Resource Center
- Ü Free Dental Clinic
- Ü Counseling Services
- Ü Nursing Services
- Ü Prenatal/Parenting Assistance
- Ü Child Care
- Ü GED Classes

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Student competencies in math, writing and reading are analyzed each semester. Those students who fall behind in any of these areas are placed in supplemental writing, reading and math classes until their skills reach acceptable levels.
- ü 100% of the new freshmen are enrolled in basic computer literacy courses--half each semester. The checklist of competencies is on file for each student who has finished the course. In addition, students new to the district are also enrolled.
- ü Teachers are trained in and are implementing strategies for teaching reading, writing and math in content areas across the curriculum.
- ü One hour at the same time every day is devoted to sustained silent reading in all classrooms.

Student Activity Rates for School Year 2004-05

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	90	95	94	95
Transfers Out Rates ⁵	17	12	12	17
Transfers In Rate ⁶	32	28	28	37
Stability Rate ⁷	82	87	87	82
Promotion Rate ⁸	84	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	4	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Our Behavior Intervention Team works with the student and the parents/guardians to resolve difficulties in the early stage of a student's acting out. Individual student and family assistance is provided through the Family Resource Center as needed. We have zero tolerance for bullying, fighting, weapons and drugs.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

27

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Tim Hamilton	(520) 723-2305
Transportation Policy	Dr. William Christen	(623) 723-2042
Community Resources	Bonnie Palmer	(520) 723-4711
School Nutrition Programs	Johnny Jones	(520) 723-2083
Parent Organization		
Student Health/Nurse	Jean Sibley	(520) 723-2331

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.